



# Student Learning Objective Session

## Supporting High-Quality Teacher SLOs

# Introduction

**Purpose: Create space for Assistant Superintendents to develop their ability to analyze SLOs, determine if criteria is acceptable, and offer constructive feedback when needed.**

## Objectives

### **Assistant Superintendents will:**

- Examine a draft SLO together to calibrate approval and gather feedback for revision
- Gain familiarity with new tools and guidance around SLOs
- Consider the needs of teachers and administrators and develop their individual district's next-steps based on the workshop experience

# Agenda

- Introduction and Agenda
- Framing the SLO Process
- Examining an SLO and Asking the Right Questions
- Feedback and Reflection

# Writing an SLO: Guidance and Best Practice

## Steps for Writing SLOs

1. Gather Necessary Resources
2. Connect with SLO Collaborators
3. Identify What's Most Important
4. Ensure the SLO's Anatomy Fits Together
5. Ask the Questions an Evaluator Might Ask

## Best Practice for Writing SLOs

1. Embrace the Revision Process as you Construct your Set
2. Carefully Consider Evidence Sources
3. Approach SLOs as a Process, Not a Product
4. Look at the Complete Set of SLOs

## Three Main Criteria: Foundational Questions for SLOs

Questions a Teacher Asks	Main Criteria	Questions an Evaluator Asks
What are the most important skills and knowledge my students must learn? How do I know these are the priorities?	<b>Priority of Content</b>	Is this content a priority and is the Objective Statement appropriate? What indicates that this should be an area of focus?
Based on what I know about the students, what is a rigorous and attainable target for how much they should learn?	<b>Rigor of Target</b>	Is the target(s) rigorous for all students? Attainable for all students? How do you know?
How will I determine if students have learned them?	<b>Quality of Evidence</b>	Is the SLO measured by high-quality evidence?

# Three Main Criteria: Anatomy

## STUDENT LEARNING OBJECTIVE

Priority of Content	<b>Content Area:</b> <b>Objective Statement:</b> <b>Rationale:</b> <b>Standards:</b> <b>Students:</b> <b>Interval of Instruction:</b>	<b>Grade Level:</b>
Rigor of Target	<b>Baseline:</b> <b>Targets:</b> <b>Rationale for Target:</b>	
Quality of Evidence	<b>Evidence Source:</b> <b>Administration:</b> <b>Scoring:</b>	

# Three Main Criteria: Examining an SLO

## Priority of Content

- Is the objective statement focused on the right content and skills?
- Is the objective statement the appropriate scope/grain-size?
- Is the objective statement aligned to state and/or national standards?
- Is this objective statement aligned to school and/or district level priorities (where applicable)?

## Rigor of Target

- Is the target(s) aligned with expectations for academic growth or mastery within the interval of instruction?
- What data source(s) informed the target that was set?
- Is the target(s) rigorous, yet attainable for all students?
- Will students be “on track” and/or reduce gaps in achievement if they reach the target(s)?

## Quality of Evidence

- Does the assessment measure the identified content/skills of the objective?
- Does the assessment provide the specific data needed to determine if the objective was met?
- Can the assessment be compared across classrooms and schools?

## Overall

Do the pieces of the anatomy fit together?  
Do the Individual SLOs make sense as a set?

# Examining an SLO and Asking the Right Questions

1. Read the SLO and take notes around any feedback that you have on the document (both positive and critique). **(10 min.)**

2. Whole-group guided discussion with a focus on the three Main Criteria and the SLO as a whole **(20 min.)**

- **Is this content a priority and is the Objective Statement appropriate? What indicates that this should be an area of focus?**
- **Is the target(s) rigorous for all students? Attainable for all students? How do you know?**
- **Is the SLO measured by high-quality evidence?**
- **Do the pieces of the anatomy fit together?**

# Feedback and Reflection

**Reflect** on the following questions:

- How was this exercise helpful?
- How did going through this process help you identify areas you want to support teachers and administrators with throughout the SLO process?

Share out and **discuss** as a group.